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ABSTRACT

This resource contains checklists, worksheets, and examples to encourage staff to share their views and to precipitate action. It assumes an open system of college management with a desire to be efficiently and effectively responsive to local needs. Section I describes briefly some challenges the further education system faces. Section II identifies system strengths and invites readers to respond, in terms of their own college, to the challenges described in Section I. Section III contains a checklist to examine college effectiveness. The checklist concludes with a form on which respondents can note their priorities for action. Section IV provides a brief introduction to the Further Education Unit model of processes of curriculum development. A simple explanation of "the marketing mix" is furnished with examples and a "worksheet," with which colleagues can apply marketing concepts to an aspect of their work. This should be an aid to program development and college planning. Section V provides some basic principles to guide the promotion of the college's services. An example is enclosed of "copy" about college strengths, based on the first part of Section II. It is couched in language to which employers are likely to respond, as a guide to those who are writing college publicity material. Several cartoons are included. (YLB)

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THE COLLEGE DOES IT BETTER

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A resource for colleges of further education

With cartoons by Bill Stott

FURTHER EDUCATION UNIT

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Examining Bodies,
Press and other Interested
Institutions/Individuals.

Dear Sir/Madam,

THE COLLEGE DOES IT BETTER

The attached document, as you will quickly perceive, is not of the usual style of FEU publications but it comes with our compliments, as a resource and a basis for action.

You may need no reminding that when Mr. Chris Patten was Education Minister, he made it clear that 'colleges do not have a captive audience and cannot claim monopoly rights over the education and training of young people and adults'. (Speech to Industrial Society 1986).

Alongside this message that the FHE system is expected to compete in the market-place, is the increasingly accepted principle that there must be better integration between education and training, if indeed there are any differences between them.

From such a context of competition and congruence emerges a key question as to what then is the distinctive contribution that FHE and adult institutions make to vocational education/training, to community education and to personal development etc. that is not available from others. What is it that your college(s) can do better than those outside the system?

This document cannot answer that question for you, but it does provide a method by which you and your colleagues may arrive at an answer.

The FEU Board of Management commends it for your attention.

Yours faithfully,

Jack Mansell

JACK MANSELL
Chief Officer

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THE COLLEGE DOES IT BETTER!

FEU believes in the value of the further education system. Much of the criticism levelled against it is unbalanced, ill informed or unhelpful. Such criticism deserves to be answered. Nationally and locally. In words and in action.

THE COLLEGE DOES IT BETTER!

At the same time, there is no room for complacency. Some criticisms deserve serious consideration and should prompt action to improve the service.

THE COLLEGE DOES IT BETTER!

The primary focus must be the college in its community. Your college. Everyone who works in it shares responsibility for the quality of its work, its effectiveness and its presentation.

Ask the head of design to pop along would you?

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How to use this document

This document has been produced as a *resource*. It contains checklists, worksheets, examples, etc., to encourage staff to share their views and to precipitate action. It assumes an open system of college management with a desire to be efficiently and effectively responsive to local needs. The document may be used as a whole or selectively.

SECTION I describes very briefly some of the challenges the further education system faces that require resolute and responsive action.

SECTION II identifies the strengths of the further education system and invites readers to respond, in terms of their own college, to the challenges described in Section I.

SECTION III comprises a checklist, with which college effectiveness may be examined. The items follow the argument on the strengths of the further education system.

The checklist concludes with a form on which respondents can note their priorities for action. This way the force of the analysis is concentrated on a few important improvements.

It is anticipated that this section in particular may be used *selectively*, with adaptations to suit local conditions.

SECTION IV introduces two complementary issues.

First, a brief introduction to the FEU model of processes of curriculum development is provided. Obviously this will require considerable mediation and support.

Second, a simple explanation of 'the marketing mix' is furnished with examples and a 'worksheet', with which colleagues can apply marketing concepts to an aspect of their work. This should be an aid to programme development and college planning.

SECTION V provides some basic principles to guide the promotion of the college's services. However rich and relevant the education 'product' its potential customers must know about it and feel it meets their needs or they will not buy it. An example is enclosed of 'copy' about the strengths of the college, based on the first part of Section II. It is couched in language to which employers are likely to respond, as a guide to those who are writing college publicity material.

For more information on marketing and publicity, please consult *Marketing Further and Higher Education* by Peter Davies and Keith Scribbins, published in 1985 by Longman for the Further Education Unit and the Further Education Staff College. It is available from Longman Resources Unit, 62, Hallfield Road, Layerthorpe, York, YO3 7XQ. Price £5.50.

Section I

Threat or opportunity?

Perhaps there has never been as favourable a climate for the growth of vocational education and training (VET) as exists today. All political parties are committed to some form of foundation VET and to adult retraining. TVEI is focusing attention on pre-vocational and vocational education across the 14-18 spectrum. It is now accepted very widely that a healthy UK Limited needs to invest in VET far more than ever before. These are not just slogans and ideas: a greater proportion of 16-17 year-olds is receiving some form of education and/or training than ever before.

Yet public sector further education finds itself on the defensive. The system is under attack from confident and articulate critics. LEAs and colleges are accused of (among other things) inadequate awareness of industrial needs and of being out-of-date. They are said to be sluggish in response, outmoded in arrangements, rigid in delivery and inattentive to workplace-based experience.

Competition has been encouraged. Specific training agencies have grown up. Some are partly capitalised by public money (ITECs, for example) others may be private sector enterprises. A number of influential companies and some managing agencies for YTS are turning from colleges to exclusively in-house training, some with computer-assisted learning, work-based learning assignment packs, mobile tutors and so forth.

FE has never enjoyed a secure statutory role. Now the tendency is for Government bodies, ITBs and validating bodies to concentrate upon learning *outcomes* irrespective of the process and locations of the VET that produces them. The general motto seems to be 'It doesn't matter how or where you learn so long as you can produce acceptable evidence.'

Of course, this is often linked with a very narrow definition of competence, confining it (in reality, if not in rhetoric) to workplace skills. What is to be accredited as achievement is that which is recognisable and recordable by supervisors (albeit with a little training) at work. This places considerable emphasis upon immediate tasks, perhaps to the detriment of a foundation of understanding on which future development will depend. But it often looks like cheap and efficient investment.

The mixture of inadequate public funding for VET and short-run commercial judgements about the value of trainees' contributions can be hostile to broader and longer-term educational investment.

By the time we considered tutor mobility, there wasn't a lot of cash left...

Section II

The strengths of the further education system

Against the background described in Section I the strengths of the FE system may be marshalled under six headings. These reflect six important criteria by which vocational education and training may be judged.

i. Vocationally relevant competence

ii. Adaptability and skills transfer

iii. Breadth of understanding

iv. Underpinning through basic skills and tutorial/ specialist support

v. A basis for future development

vi. The quality of the service

The examples in this section are taken from recent college experience.

Vocationally relevant competence

Colleges are able and willing to provide vocational education and training that is relevant to the needs of industry and the public services.

In a defence contracting company, scientists and engineers developed high technology equipment for small batch manufacture. The critical decision was usually whether to move from development to production. Managers relied heavily upon technical reports (and presentations based upon them) in coming to such a decision, but the scientists and engineers were often not adept at report writing or giving clear presentations to non-technical decision makers. The local college's communication team met with managers from the firm, analysed needs, decided on formats and devised a short, active training programme, using current products as subject material. These programmes were run on the firm's premises, partly because the research material was classified. Through careful course evaluation and negotiation, the programmes have been repeated with adaptations on a regular basis.

Colleges usually operate advisory committees, often chaired by industrialists, to channel information on industrial sectors' needs and to compare planned provision with employers' and trade unionists' priorities. Often colleges have liaison officers in order to focus and refine the approaches made by industrialists. The report on the FEU survey of the first year of FE and YTS acknowledged the assiduous and expert attention given to the development of multi-agency VET by college YTS liaison officers. In fact every college within this survey had some means of matching requests from managing agents or employers with course design and delivery expertise within the college. (Several colleges reported frustration and disappointment at the insertion of managing agents between themselves and their traditionally close partners in surrounding companies.)

Through delivery of the curriculum many other links are forged. These occur through educational visits,

Do I take it that you're questioning the relevance of my vocational competence, squire?

industrially-produced teaching and learning materials, visiting speakers, and assignment work completed in workplaces. Where students are provided with planned work experience FE staff may work in very close partnership with supervisors, managers, foremen, nursing officers, senior social workers, etc. The degree of closeness is primarily a matter of resources. Some colleges have specialist units to serve particular needs of local industry (e.g. English as a second language; short industrial course units etc.).

The major validating bodies that operate within further education have established many consultative procedures to facilitate exchange of views and joint planning by educationalists and employers. Many local education authorities have curriculum design groups or advisory groups with employer representation. LEAs and/or colleges are usually required to submit evidence of consultation with industry when submitting a proposed syllabus to a major validating body.

There are few FE vocational staff without experience of employment outside education, and most have added to their technical or academic qualifications a significant teaching qualification.

Colleges or local authorities have programmes of in-service training, supervision and support, in order to assist staff to update and improve their competence and effectiveness. This provision is increasing. Thus in many cases where firms are introducing new procedures or plant, college teachers may be able to prepare employees *ahead* of installation and need. College staff are often in touch with the leaders of employment sectors within their catchment areas.

Adaptability and skill transfer

'Knowing how' and 'knowing why' are two keys to successful transfer of skills and knowledge. Colleges usually cannot simulate mass production or those stresses that occur when working at commercial rates of operation. However, they can enable competences to be practised, considered, analysed and related to underlying principles. Many effective simulations are used in colleges. Educational plant is committed to education and training; it is not subservient to pressures for production. College equipment often supplements workplace experience particularly for employees from low technology or small workplaces.

Teachers in the construction department of a major college became aware, through their industrial contacts, that a large YTS scheme of training was too trade-specific to meet the needs of small contractors. (They actually required workers with skills across a *range* of trades.)

The installation/renovation/repair sector of the construction industry which contained many small contractors, was growing in the college's locality.

The college worked closely with a consortium of small contractors and analysed the skills, knowlege and processes common to various trades at 'foundation' level. They designed a relevant, broad-based youth training programme, involving regular, practical tests. These could be operated either at the trainee's speed or under occupationally realistic pressures.

In order to help trainees to appreciate what skills they had acquired and what could be transferred, regular and detailed debriefing sessions accompanied the tests. Because there was a good relationship between the college and work experience sponsors/employers, individual learning programmes could be facilitated, bringing together training and experience on and off the job.

The LEA provided a well-equipped centre, specifically designed for broad-based training in construction.

In many self-contained company schemes, even when transfer is tackled, it can be seen in terms of labour flexibility in one plant. Where community experience is incorporated in programmes, learning can be less important than promotion of the company's reputation. Learning in FE is unlikely to be context-bound to the same degree; and 'space' can be generated within a timetable to assess transferability.

Formally or informally, people from a variety of workplaces reflect and compare experiences when at college. This helps to nurture understanding. It develops a sense of underlying principles, processes and structures that takes explanation on to a broader focus than purely personal factors. In discussion, people can share different reactions to situations and increase personal 'vocabularies' of responses. These processes form the educational opportunities from which transfer skills can grow, not least of which is the ability to think, both inductively and deductively.

A college situated on the edge of a busy town centre appraised its contribution to retail training in the light of the construction of a large shopping mall and extension of several existing stores. With local retailers it formed an advisory group to design and promote retail training for young people working in both large department stores and small shops.

Courses were built upon the principles of comparison and co-operation. Thus trainees were encouraged to compare their individual situations thoughtfully. Those who worked in stockrooms, for example, began to appreciate the demands of sales-floor staff.

Young workers in small shops related how they had to become involved in almost every aspect of the shop's functions and sometimes had to 'mind the shop' unsupervised. Trainees from multiple stores had the reverse situation, which created different opportunities and problems.

As they worked co-operatively on group assignments the trainees constantly drew from each others' experiences. They referred questions to in-store supervisors or managers and completed investigations in their workplaces, to shed light on their 'college' assignments. The course concluded with an evening when the students presented exhibitions of their work to managers and colleagues, friends, tutors and relations and answered their questions.

Adaptability is fostered by 'alternance' arrangements involving periods of FE mixed with periods at work. People have to adjust to additional demands with punctuality, suitable equipment and documentation (e.g. log books) and appropriate reactions in a different learning environment to school.

For young people who are employees or trainees in 'material processing' firms, a further education college provides experience of a sizeable organisation with a service ethos which is engaged in 'people processing'. For such young people, tutorials, negotiation of programmes, guidance, profiling and co-operation with others in creative tasks and discussion may add significantly to their work experience.

Breadth of understanding

To encourage adaptability and skill transfer the learner must have a perspective and a breadth of understanding wider than the mechanical performance of any one job or of any small group of jobs. Normally this will include understanding of the technological and organisational

aspects of the work, and its industrial social, political and environmental contexts. The local scene in all its diversity can be examined. Thus an appreciation of the influences bearing upon organisations can be fostered. For many learners this aspect is itself stimulating: it helps to develop cognitive skills, widens knowledge and adds insights. It also has vocational currency. The preface to the *Review of Vocational Qualifications in England and Wales* states:

> 'But in pressing the urgent case for increased competence and work-related learning we should not fall into utilitarianism, since employers worth their salt seek competent employees "in the round", literate, numerate and motivated to adapt as the needs of the workplace change.'
>
> (MSC/DES 1986)

Colleges have a very wide spectrum of vocational educators. They can furnish expert tuition across this breadth. The 1982 Youth Task Group advocated that the United Kingdom should produce 'a better equipped, better qualified, better **educated** and better motivated workforce'. (Our emphasis.)

Students and staff on a business-orientated CPVE course in a city in the South-East investigated the impact of the Channel tunnel on their lives as workers and consumers. As a start, they had to consider much glossy publicity from the various consortia and evaluate it in terms of justifications and implications. Local community politicians and the local MP's views were compared. In particular, the students surveyed the public's level of understanding and the signs of how prepared commerce and the local authority's services were for the likely changes. They appraised the effects of increased and different patterns of transport, traffic and trade on their environment.

What commenced as a short, topic-based assignment proved so interesting to both students and staff and so useful in terms of skill development that it became the major vehicle for learning across the curriculum for the better part of a term. The students' understanding of how industry, commerce, politics and environmental concerns interrelated was greatly increased.

Employees are now more likely to change work-roles every few years, whether within one company or in different concerns, perhaps with *intervening* periods out of paid employment. In order to survive and be successful in such a world, and to be of maximum use to employers (themselves caught up in rapid change) employees require greater awareness of change in society. This *includes* the changing roles of men and women, in society and in work, the demands of a multicultural society, and realisation of the special skills and qualities of handicapped people. Colleges respond to these pressures in ways not always within the scope of non-educational organisations.

Underpinning

To produce and maintain a skilled, adaptable and responsible workforce that can face the challenges of the twenty-first century requires attention to generic skills, attitudes and personal effectiveness, in the contexts of adult and working life. Maturation and personal support cannot be ignored.

A college in a large city ran a one-year course to enable adults in categories normally under-represented in higher education to gain access to science degree courses. At the beginning of the course, the basics of mathematics and physics were taught in *parallel*, to reinforce learning and to compensate for gaps in previous experience. Extensive additional support was available in basic mathematics, science and second language needs in a 'workshop' open during lunchtimes and evenings. Teaching strategies that encouraged learner-independence were adopted: in-course assessment tested problem-solving and practical techniques as well as subject knowlege, thus emphasising important methodical skills applicable to higher education and employment.

FE staff have expertise in syllabus design, and basic skills such as numeracy, the core skills associated with information technology, communication and social functioning are defined so that they can be practised and applied to tasks related to real life. As for maturation, attendance at college confers a status in most communities. Being a 'student' aligns a person with those traditionally expected to progress in life. This may prove to be compensatory for those who feel they were failures in compulsory education or in job markets and for those who feel understretched (and therefore undervalued?) in the workplace.

A useful broadening of social milieu is possible as people mix with their peers (probably some former school or work colleagues) who may be in similar vocational and life stage circumstances. This peer grouping may complement mixed-age, hierarchical relationships at work. At college, tensions may be relieved and problems discussed that people would keep bottled up when in the workplace and being supervised by those responsible for their chances of future employment.

Attendance at a college offers people the chance of contact with caring tutors, even access to college counsellors if needed. The evaluation of the first year of YTS referred to above identified a cadre of tutors who, independent of the firm, could negotiate within the curriculum and advise or counsel in a learner-centred manner.

In an area where traditional industries were in decline the college was contracted to mount 6- and 13-week reorientation programes for adults, to prepare them to take new directions in life. Most participants had been unemployed for over six months and a number for over two years.

The college placed counselling and guidance at the centre of its programme. Around it a flexible programme was prepared, of basic skills tuition, vocational training and work experience. The teaching team was co-ordinated so that appropriate specialist help could be made available at most times. Small tutorial rooms alongside workshops and flexible timetabling enabled individuals to seek help when needs were felt. Group sessions were also organised in such a way that participants could offer each other mutual support.

Counselling was designed to enhance each person's awareness of strengths as well as to identify weaknesses and thereby to develop an evolving personal learning contract leading to employment, enterprise, further education and training. A survey conducted a year after leaving the programme showed that 90% of the participants had achieved their goals to some degree.

A basis for future development

The central thrust behind the Government's New Training Initiative is that learning must be *lifelong*, in a dynamic, competitive, high-technology world, where the demands that will dominate the labour market are unpredictable. When the Secretaries of State for Employment and for Education and Science presented the White Paper *Working Together – Education and Training* (Cmnd 9823: July 1986) they identified the partnership required between industry and education for lifelong education to become the norm.

> 'There must be a climate in which people can be motivated, and in which their potential and their creative capacity can be harnessed. Motivation is all important, so that attitudes change and people

acquire the desire to learn, the habit of learning, and the skills that learning brings. The climate must be one in which learning is rewarded and is seen to lead to progress for individuals and companies. All must recognise that it is in their interest to invest more time, effort and money in training than they do now.'

Younger and older people entering colleges often comment on the more 'mature' atmosphere, in contrast to the rules and styles encountered in some schools, some industrial settings and some training establishments. Chris Hayes in *Competence and Competition* wrote, 'British companies need to develop among their employees the ability to learn and the habit of learning, plus an ability to behave in a self-reliant way.'

Research on 'O' and 'A' level students indicates that they actually learn more as they take more responsibility for their own learning. Many colleges include study skills in their induction programmes or core studies. They may offer sensitive help to enable people to expand their range of learning strategies and to overcome learning blockages. If the desire to learn is to be fostered it is important for each experience of learning to be valued, pleasant and encouraging. The content of courses must be perceived as personally and vocationally relevant and useful. The steps taken to ensure this have been described above in the section on *vocationally relevant competence*. The subject, or technical, expertise of teachers and instructors is equally important.

Value may also result from programmes of learning designed to lead to widely-recognised credentials. Recognition relates not only to the reliability and validity of the assessment procedures but also to content which is relevant to real needs, balanced and intellectually respectable. FE staff have experience in formative and summative assessment of learning and in co-operation with major validating bodies. They have skill in designing balanced curricula and have experience in delivering them.

The structure of further education courses is invariably hierarchical, offering choices of direction at critical points. This is important when one considers that one of the stated progression routes from CPVE, TVEI and the two-year YTS is further education and training. Support through guidance and counselling and close involvement with the careers service, as occurs in most colleges, is provided. In colleges, students are taught by adults who themselves have progressed educationally, who draw upon professional, industrial and commercial experience, and are supported by in-service education and training.

The quality of the service

In addition to their own line management, colleges have academic boards which report to governing bodies. The latter may be composed of representatives of students, parents, local employers, trade unionists, educators and political groups. Then there is the LEA (itself responsible to the local authority and in contact with central government through the DES) to ensure that community interests influence policies and the quality of the service. Advisory and inspectorial roles are performed by LEA staff, HMI, expert moderators and assessors from validating bodies, ITB staff, MSC officers and, for new initiatives in particular, by evaluators and researchers. The MSC's Training Standards Advisory Service is now operational. The Audit Commission and District Auditors scrutinise. FEU and the FE Staff College contribute to quality assurance and the raising of standards. Validating bodies run high-powered monitoring groups, with wide representation, to check and advise on quality issues in syllabus design.

The further education service would not claim an exclusive monopoly over *individual* features mentioned above but the *combination* of strengths is impressive. Colleges of further education offer well-organised and expertly-taught, vocational and pre-vocational education, with opportunities for expression, progression and credentials. In FE people enhance their skills, acquire new skills, extend knowledge, build up self-confidence, increase understanding and experience intellectual stimulation. Few if any are ever turned away. Due attention is paid to liaison, and to vocational relevance. Colleges broaden the person's perspective beyond the view encompassed by the firm's own situation. For young people the social situation within a college aids the process of transition from dependent pupil to interdependent adult.

Colleges are centres of communal investment in plant, equipment, learning materials and (most of all) professional expertise. Within them resides wide experience of vocational education, including the professional skills of design, delivery and assessment.

College plant and equipment exist for *education*, not primarily for production. As publicly-funded, but responsive, institutions they must have the long-term interests of communities in mind as well as short-term demands for immediate occupational competences.

Checking your credentials

Section V concludes with an example of the positive messages which, hopefully, every college can send to the various customers that make up its community. These messages are based upon the strengths of the further education system in general, as outlined above.

However, before you make these claims for your college it would be wise to check your credentials.

After all, no college is immune from change and challenge. We can all improve. (Perhaps as you read the previous paragraphs you compared its messages and examples with your college's performance, or you noted features your college could adapt and adopt.)

Everyone working in a college bears a measure of responsibility for its effectiveness. Teachers are usually alert to possible improvements and may react as individuals and in concert through boards of study, course teams, academic boards and working groups. Making worthwhile improvements can increase job satisfaction and help to secure the college's future.

Three steps to improve your college's service
☐ gauge your college's strengths and weaknesses (Section III)
☐ plan improvements (Section IV)
☐ promote your services (Section V)

Section III: Checklist

Gauge your college's strengths and weaknesses

This checklist is based upon the strengths of the further education system that were discussed in Section II. There is only space for short descriptions of your college's current activity and for one or two suggestions for improvement. This is deliberate.

Please concentrate on what in your view is most important and realistically achievable in the near future.

When the checklist has been completed, there is page entitled PRIORITIES FOR ACTION, to focus your thoughts on your four most important issues.

N.B. In responding to the checklist, do not underestimate the importance of your point of view. Everyone who works in a college plays a part in the management of some college resources, provides a service and consumes support services.

In the effective college...	What we do in our college	Improvements we should make	What I must do to help	The person responsible for taking the lead
1. The needs of employers are identified by ☐ advisory committees ☐ college industry liaison officers ☐ effective market data bases ☐ surveys in key areas ☐ links with ITBs, the local chamber of commerce etc. ☐ staff visiting work-experience sponsors ☐ education – industry curriculum groups ☐ other channels				
2. Learning is related to the world of work by ☐ educational visits ☐ industrial teaching and learning materials ☐ visiting speakers ☐ assignments and learning experiences in workplaces ☐ reflection and sharing of experience gained at the work place ☐ applying theory to real-life applications ☐ involvement with the local community				
3. For each course the most appropriate validation is chosen ☐ national ☐ regional ☐ local ☐ in-house				

In the effective college...	What we do in our college	Improvements we should make	What I must do to help	The person responsible for taking the lead
4. All teachers hold a teaching qualification or are required and enabled to obtain one				
5. All teachers have been employed outside the education sector				
6. All staff work easily together irrespective of departments, or whether they are teachers or non-teaching staff				
7. All staff are kept up to date through information dissemination and staff development concerned with ☐ subject developments ☐ guidance and tutoring ☐ teaching and learning strategies ☐ modern industrial and commercial practices				
8. The needs of support staff are recognised ☐ by providing staff development for them ☐ by including support staff in course team meetings ☐ through sensitive and cost- effective deployment				
9. Equipment and plant are efficiently deployed ☐ they are regularly inspected and maintained ☐ their use is carefully monitored ☐ health and safety regulations are always applied ☐ their relevance to current industrial and commercial practice is constantly appraised ☐ they are dedicated to teaching, learning and consultancy				
10. The teaching of theory and practice is integrated				

In the effective college...	What we do in our college	Improvements we should make	What I must do to help	The person responsible for taking the lead
11. Courses are designed to promote adaptability and skill transfer by ☐ discovery and problem-solving methods of learning, where appropriate ☐ learning in a variety of settings ☐ reflecting on all experiences ☐ assignments that encourage initiative ☐ teaching learning skills ☐ quoting examples of transfer ☐ attention to basic skills				
12. All students are introduced to information technology and it is used in the college's administration				
13. The students' prior learning, current work situation, needs and interests are discovered in their induction phase (or before)				
14. Students' basic skills are maintained, developed and applied to real life				
15. Learning is active, participatory and reflects students' needs and interests				
16. Students are supported by clear and adequate arrangements for ☐ induction ☐ 'academic' tutoring ☐ educational help with learning difficulties ☐ personal tutoring ☐ personal counselling ☐ careers guidance				
17. Formative assessment is properly resourced and jointly owned by teachers and employers				

In the effective college...	What we do in our college	Improvements we should make	What I must do to help	The person responsible for taking the lead
18. Efforts are made to enable all who need further education to gain access to it, for example, by providing ☐ playgroup facilities for parent-students ☐ publicity in minority and majority languages ☐ educational support for students with special learning needs ☐ open/distance learning ☐ flexistudy arrangements ☐ discretionary access to courses ☐ equipment and arrangements to facilitate physical access for the physically handicapped ☐ a college open for 48 weeks per year ☐ a college open at weekends and in the evening				
19. There is a clear marketing strategy, including, ☐ services and courses that are clearly defined to meet the needs of the target audiences ☐ prices and fees set in relation to demand ☐ exploration of all outlets and opportunities to sell services and recruit students ☐ comprehensive publicity in formats suitable for different audiences ☐ publicity promoting benefits to the customer, rather than courses or services				
20. Progression routes into, between and from courses are clearly-defined and understood				
21. There is a welcoming physical environment and cost-effective services are provided, to enable a relaxed and varied social life to grow				

In the effective college...	What we do in our college	Improvements we should make	What I must do to help	The person responsible for taking the lead
22. Courses are regularly evaluated (and adjusted), taking into account the opinions of students, their employers and the community				
23. The advice of moderators evaluators, HMI, etc. is used to shape development				
24. If there are unmet educational needs the college is aware of them and ready to plan provision				
25. There is a clearly defined and actively pursued policy to take account of the particular needs of ☐ ethnic minorities ☐ women ☐ students with special educational needs ☐ students and potential students in poverty ☐ unemployed adults				
26. Management supports the curriculum by ☐ encouraging teaching and non-teaching staff from different departments to meet and co-operate operate ☐ ensuring there are no hidden or unnecessary barriers to entry ☐ allowing students to transfer courses easily ☐ providing for integrated curricula and cross-college activities ☐ responding to changed requirements with speedy decision making ☐ encouraging collaboration with local industry and community groups				

23

Sorry I'm late – overslept – forgot my checklist...

24

PRIORITIES FOR ACTION

In order to be effective it is necessary to concentrate action upon a few issues.
Select FOUR priorities, suggest one or two steps that could be taken now and note where you feel that responsibility lies.

Priority Issues	Action to be taken/started	Your own contribution	Person responsible overall
1			
2			
3			
4			

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Section IV

Plan improvements

Enrich the curriculum

Several of the issues addressed in the checklist in Section II were about the curriculum. However impressive a college's premises and plant and however slick its publicity, the curriculum is at the heart of the college's service. Curriculum development must be a primary concern to all who care about the college's performance. Sometimes colleges are asked to deliver narrow, utilitarian curricula or to confine themselves to externally-produced syllabuses. However, students' needs and perspectives must be respected when aims are being set, teaching objectives selected, learning strategies implemented and evaluation and review carried out. Teachers, managers and support staff must share a common responsibility for a broad and rich curriculum if their college is to be the kind of social and physical environment that encourages the development of a 'learning community'.

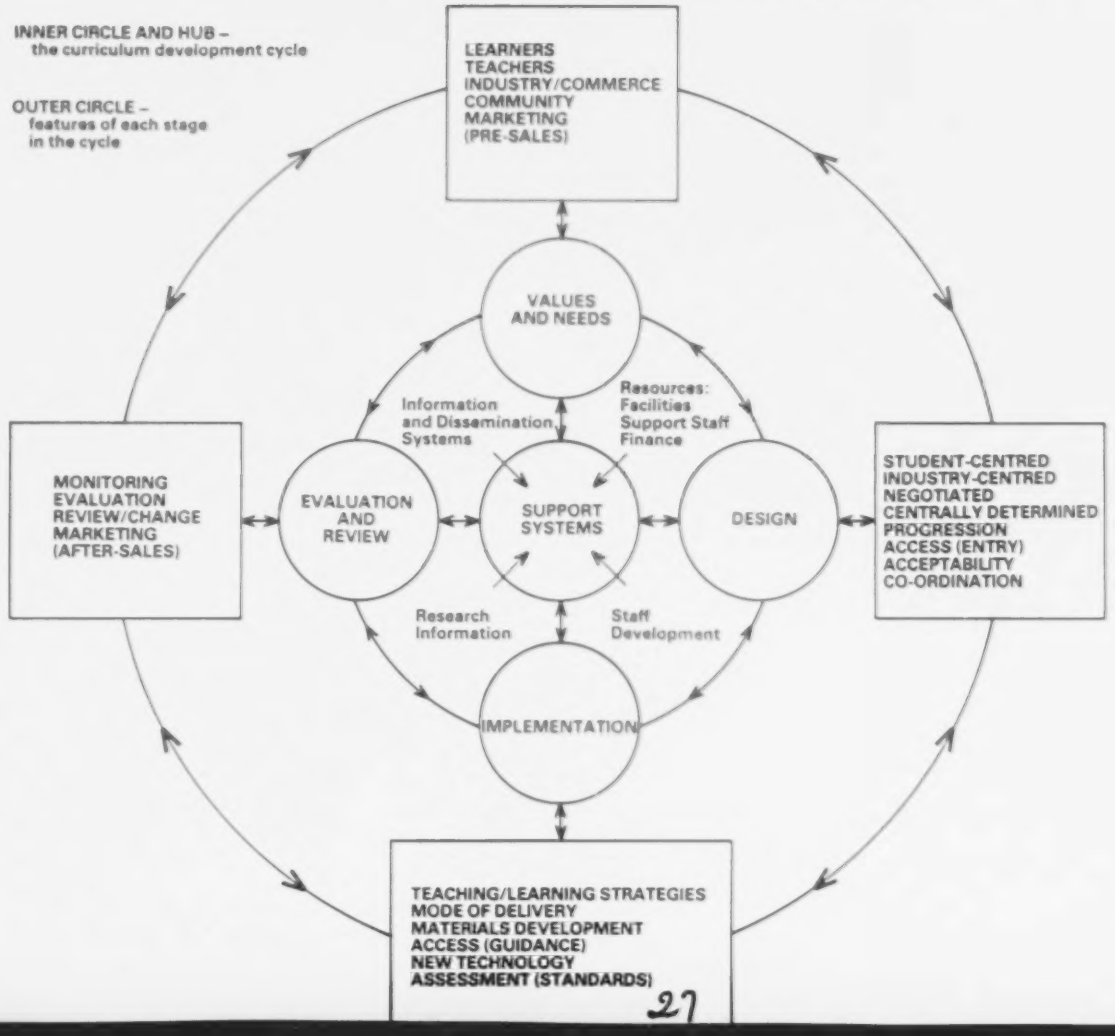
In analysing how the curriculum can be enriched, the FEU model of *processes of curriculum development* (see Figure 1) may be useful. It shows four basic processes of analysis of needs, design, implementation and review in the inner circle and how they relate to each other and appropriate support systems. The outer circle identifies some features of each stage in the development cycle.

An oversimplified, sequential process would be as follows:

For a specific curriculum, you could begin by checking what you understand to be the needs of your students as learners, employees/employers/self-employed and as social beings. Part of the answer might come from evaluation and review of previous similar courses. Along with information about the values and needs of employers etc. the picture of student needs and perceptions can influence your design of the curriculum. In turn, your design will raise questions about the most appropriate teaching and learning strategies, and so on, to implement it. (This could help you to identify your staff development needs.) Then you will need to monitor and evaluate your curriculum, to check your assumptions, design and implementation and to adjust them.

An enriched curriculum may be built into programmes composed of core studies and optional/additional studies. This model can be used to ensure that those on 'academic' courses are given chances to apply what they have learned to real-life situations and to avoid over-specialisation. Equally, those on 'vocational' courses are not denied access to intellectual and creative activities from which the spirit of enterprise may be encouraged. Throughout, learners should be entitled to relevant training of the highest quality *and* development of their talents to the greatest extent.

Processes of Curriculum Development



I propose we set aside £100 to get Mr Sponnington some proper shoes, a haircut and a decent suit...

A marketing strategy

However good your college was in the past and however powerful its potential for the future, it needs a marketing strategy if it is to be more effective.

> MARKETING IS THE MANAGEMENT FUNCTION RESPONSIBLE FOR EFFECTIVELY IDENTIFYING, ANTICIPATING AND SATISFYING CUSTOMER REQUIREMENTS COST-EFFECTIVELY

This requires four elements:

- ☐ a clear college *policy* on marketing
- ☐ *personnel* with clearly-defined responsibilities for marketing
- ☐ the promotion of *positive and pervasive attitudes* towards the college's potential, actual and past customers. (This must include everyone from the Principal to the telephonist.)
- ☐ a marketing *plan* (see figure 2 below)

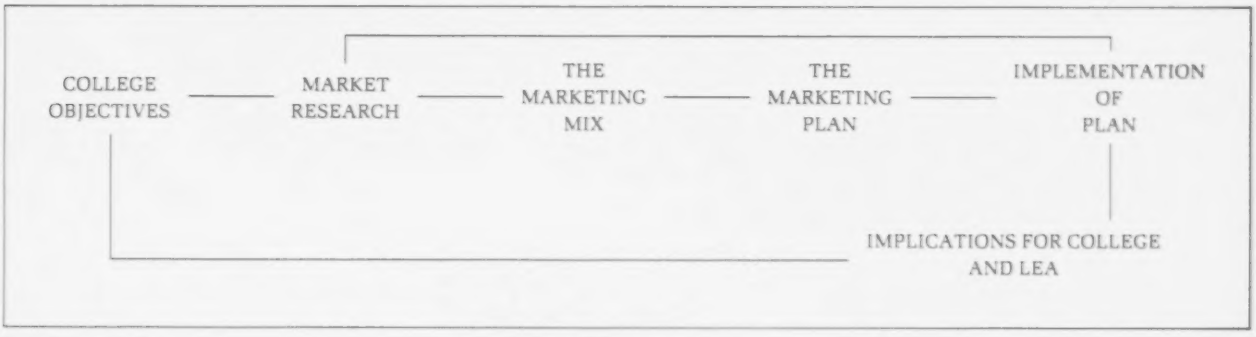


Figure 2

Here is a marketing plan you could adapt to fit your college, perhaps adding the names of those responsible for each process.

College objectives
Marketing should serve and enrich the process of setting the college's objectives. It should not dictate those objectives. Marketing does not necessarily entail a profit-making orientation.

Market research
Effective systems to gather intelligence are necessary if *informed* marketing decisions are to be taken on the range of courses and services your college is to offer. This involves finding out about:

- ☐ potential and actual/past customers
- ☐ courses and services you offer or might offer
- ☐ different delivery systems
- ☐ pricing possibilities
- ☐ channels of publicity

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The marketing mix
Marketing has been described as the process of taking decisions on '*the 4 Ps*'

PRODUCT	= course or service
PLACE	= how, when and where the course or service is offered (the 'delivery system')
PRICE	= what you charge the customer or the customer's sponsor: someone pays even if the course appears to be free
PROMOTION	= publicity and public relations

The 4 Ps constitute the 'Marketing Mix'.

Successful marketing starts with customers – their wants and their needs – not with the course or the service. Different sets of customers ('market segments') will be attracted by different combinations of the 4 Ps in the marketing mix.

Here are two examples of marketing mixes

These are by no means the only types of courses which could appeal to different target groups. A proforma is included for you to complete in relation to one of your own target audiences.

Target Group 'A' – Senior Business Executives

PRODUCT	High quality business advice. It is likely that executives will be attracted and satisfied by provision of comfortable, well-appointed facilities, good refreshments and brisk course administration as much, if not more, than the quality of tuition.* Qualifications are unlikely to be important.
PLACE	A hired hotel suite would be a more effective environment than many college's facilities. The course should be kept short and documentation (administrative or educational) kept brief.
PRICE	Unlikely to be a significant consideration, indeed, a low price could be taken to indicate low quality and be a deterrent.
PROMOTION	Publicity material must convey an air of quality and professionalism. This will incur higher printing costs than is normal. Promotional material should be mailed directly to named executives, supported perhaps by advertisements in management journals. Copy must stress the benefits to personal and organisational performance. 'Education' and 'training' of themselves may not be such powerful selling points.

Target Group 'B' – Banking Employees Seeking Full Professional Qualification

PRODUCT	Institute of Bankers (Stage 2). The syllabus has already been designed by the professional body. The college must ensure that enough staff can teach this course to the Institute's standards. Pass rates must be kept under review in relation to the national average: the qualification is the course's raison d'etre.
PLACE	The course should be offered on a day-release basis and/or in the evening in areas where day-release is not granted. Traditional classroom-based tuition will usually be quite acceptable to bank managers and most of their employees.
PRICE	LEA rates are usually acceptable.
PROMOTION	Public relations work with the Institute of Bankers' local education officers and national representatives and with local bank managers.

* *N.B.* This is not meant to imply that second-rate tuition can be excused in plush settings. As professionals we should aim for the highest standards at all times.

The brandy's not bad but we got bigger After Eight Mints at the poly...

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THE MARKETING MIX PROFORMA

TARGET GROUP
PRODUCT
PLACE
PRICE
PROMOTION

The marketing plan

The Marketing Plan for your college should set out the preferred mixes of the '4 Ps' for your intended markets. (Costs, size of market and potential response have to be considered at this stage.) This is the essence of marketing.

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Implementation of plan

The marketing plan needs to be *implemented*. This must be carefully monitored and information fed back so that the college's objectives can be reviewed more carefully. Efforts should be seen to shift from declining markets to expanding markets. Experience of the plan's operation should supplement the college's other marketing intelligence and enable the college to adjust its marketing mixes for greater effectiveness in the future.

Section V

Promote your services

The FE system is in competition with other providers of educational services and must promote itself. In the two examples given in section IV suggestions are made about how specific courses should be promoted for maximum cost-effectiveness. The general messages are:

- ☐ Be positive about the *benefits* to the customer rather than describing content.
- ☐ *Target* promotion at the sector of the market likely to respond (posters in DIY shops to advertise craft and hobby courses).
- ☐ Employ a suitable *medium* of promotion (personal contacts, high quality leaflets; advertisements in local/specialist publications; inputs for local radio, etc.) Make sure the language you use is appropriate. This might mean careful choice of vocabulary and published material/local radio spots in minority languages. You will need attractive layout, colourful designs and the minimum of language for first-response publicity, in printed materials, or a succinct, lively approach, with a presenter with a clear but warm voice, for radio.
- ☐ More detailed follow-up documentation, or contact with an adviser, will be needed once interest has been aroused.

However, promotion of specific courses or seminars is not the same as *promotion of the college as a whole*. Institutions do present images that influence how they are perceived by potential customers. Obviously common house styles, use of an elegant logo and so on help to promote a corporate image. But a good corporate image is also a matter of efficient and friendly telephone reception, welcoming layout of reception areas and general helpfulness from all staff.

Colleges should consider how they can promote their image. This will involve promoting further education itself, but with a local focus.

Here is an example of how to translate positive messages about the strengths and roles of vocational education and training into language employers can understand and appreciate.

> 'We live in a world of determined, educated, trained and strongly motivated competitors. The competition they offer has taken more and more of our markets - both overseas and here at home.
>
> 'For the nation and all who work in its businesses – both large and small – survival and success will depend on designing, making and selling goods and services that the customer wants at the time he wants and at a price he is prepared to pay: innovating to improve quality and efficiency: and maintaining an edge over all competition. This will not be just for today or tomorrow but for the foreseeable future.
>
> 'The same machines and equipment are available to all. Success will go to those (be they firms, communities or nations) whose people can use them to the best advantage. And that requires individual initiative, innovation and competence across the whole spectrum of skills and aptitudes. People – with their knowledge, learning, skills, intelligence, innovation and competence – are our most important asset and resource.'
>
> (From *Working Together – Education and Training* (Cmnd 9823: July 1986): A Government White Paper from the Secretary of State for Employment and the Secretary of State for Education and Science.)

I find it makes my voice considerably warmer... ...doesn't do a lot for clarity, though...

[COLLEGE] provides education and training services which equip students and trainees to be:

☐ Competent to do the job	We provide a wide range of courses to prepare and update people of all ages for their chosen careers. We also provide a variety of specific skill training. We continually consult with local employers to improve our services and to meet your needs as and when they arise.
☐ Flexible and adaptable	We believe that the competence of our students/trainees depends on a firm understanding of basic principles. 'Knowing how' and 'Knowing why' are two keys to the successful transfer of skills and knowledge between jobs. The college provides ample opportunities for students to experience, compare, and contrast some of the different ways in which particular products are manufactured and services provided.
☐ Aware of the total environment in which they work	We seek to enhance the business effectiveness of our students and trainees by providing them with a practical understanding of the technical, economic and social environment within which they will work. This includes an appreciation of the need for the right products to be provided punctually and cost-effectively.
☐ Equipped with a firm foundation of communication, numeracy and interpersonal skills	On entry, we diagnose students' strengths and weaknesses in these basic skills and seek to remedy defects. We ensure that students maintain these abilities and improve on them. We also provide a caring tutorial support service to help resolve personal problems and to equip students for life at work and at leisure.
☐ Prepared for the future	All our students or trainees are given the skills to learn for themselves after they leave us. We stress the continual need to acquire new knowledge and skills and to be prepared for change at work. We value and promote initiative, innovation and creativity.
Slogan	**Further Education Students Work**

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Objectives

The objects for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:
a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvements can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.